



WASHINGTON STATE BOARD OF EDUCATION

END OF YEAR REPORT

JANUARY 2003 – JANUARY 2004

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State Board of Education**

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STATE BOARD OF EDUCATION OVERVIEW

HISTORY

The State Board of Education is one of the oldest institutions of Washington State government. It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington. The Legislature has reconstituted the Board four times: 1897, 1909, 1947, and 1992. In 1947, the Legislature established the lay board that exists today.

POLICY BOARD

The State Board of Education is a policy-making body whose powers and duties are prescribed by law. Major areas of responsibility include: Educator preparation and certification requirements and code of professional conduct; school construction and school district boundaries; graduation requirements, including determining validity and reliability of the High School Assessment System (Washington Assessment of Student Learning and Washington Alternate Assessment System); school accreditation; private school approval; Basic Education Act compliance and waivers; and Educational Service District board elections.

Other policy areas where the Board has responsibility include: Qualifications of school bus drivers; uniform K-1 entry age, central purchasing, real property sales contracts, pupil discipline and due process provisions, approval of Washington Interscholastic Activities Association eligibility standards; courses of study and equivalencies; parents rights regarding pupil testing and record keeping; library media centers, teachers' responsibilities; standardized tests for home schools; education centers approval; remote and necessary school sites, non-public agencies approval for services to special education students; and determine recipient of annual Washington Award for Excellence in Teacher Preparation.

STATE BOARD OF EDUCATION

VISION

The State Board of Education is a respected leader and trusted partner in developing schools and programs that prepare each student for their future.

MISSION

Providing leadership, support and advocacy, through policy, so that each student achieves success in school and life.

LEADERSHIP IN ACTION

Making decisions to improve the quality of education for all kids.

BELIEFS

1. Student input is essential in order to establish a student's vision and for the school to establish a vision for the student.
2. The State Board of Education should have a positive approach to public involvement in policy-making, including local flexibility.
3. In order to meet the needs of all students, highly qualified teachers are required.
4. All members of the education community need to continually grow and learn and communicate so that education reform is successful for all students throughout the state of Washington.
5. All State Board of Education policies and activities should meet the needs of the state's diverse student population.
6. All students and staff should be provided facilities that are safe, healthy, and supportive learning environments.
7. In order for all students to achieve at high levels, multiple learning styles and needs must be supported.
8. An informed public will have a positive attitude about education reform.

STATE BOARD OF EDUCATION GOALS, STRATEGIES, AND ACCOMPLISHMENTS

(Goals and Strategies listed below were adopted at the SBE May 2003 Planning Meeting)

GOALS

- Goal 1** Professional education and certification requirements are aligned with education reform and support a positive impact on student learning.
- Goal 2** Secure realistic, stable, and equitable funding to meet statewide K-12 building needs.
- Goal 3** The State Board of Education will develop policies and guidelines for state minimum high school graduation requirements.

GOALS AND STRATEGIES

- Goal 1** Professional education and certification requirements are aligned with education reform and support a positive impact on student learning.
 - **Strategy 1** Continue to closely monitor the implementation impacts of the Professional Certificate.
 - **Strategy 2** Align the continuing education requirement with the performance-based certification requirements.
 - **Strategy 3** Continue (to clarify and strengthen) the policy advisory relationship between the Professional Educator Standards Board and the State Board of Education.
 - **Strategy 4** Work with OSPI and PESB on ESEA implementation related to high quality teacher requirements.
 - **Strategy 5** Develop for the web page an “item bank” of questions and answers about endorsements and assignments.

Goal 2 Secure realistic, stable, and equitable funding to meet statewide K-12 building needs.

- **Strategy 1** Continue with six-year plan to bring the Area Cost Allowance (ACA) to actual cost level.
- **Strategy 2** Continue with six-year plan to increase the Square Feet Per Student Allocation (SFSA) to meet program needs.
- **Strategy 3** Identify and share best practices in school design and construction related to program needs.
- **Strategy 4** Continue to seek expanded revenue sources for K-12 school construction to increase program stability.
- **Strategy 5** Establish ongoing rules review process.

Goal 3 The State Board of Education will develop policies and guidelines for state minimum high school graduation requirements.

- **Strategy 1** Continue to communicate the new state minimum high school graduation requirements.
- **Strategy 2** Develop a seamless and equitable system of guidelines for:
 1. Culminating Projects
 2. K-20 Education Steps (High School and Beyond Plan)
 3. School Improvement Plans and School Accreditation
 4. Competency-Based Credits
 5. Time and Learning
 6. Non-WASL Assessed Content Areas
 7. Competency Required Beyond the Third Benchmark in the Eight Subject Areas
- **Strategy 3** The State Board of Education determines the sufficient validity and reliability of the secondary Washington Assessments of Student Learning and Washington Alternate Assessment System as measures of student achievement of the Essential Academic Learning Requirements.

GOALS, STRATEGIES, AND ACCOMPLISHMENTS

Goal 1 Professional education and certification requirements are aligned with education reform and support a positive impact on student learning.

- **Strategy 1** Continue to closely monitor the implementation impacts of the Professional Certificate.

Accomplishments: Feedback obtained through Professional Certificate presentation opportunities; State Board of Education/Superintendent of Public Instruction/Professional Educator Standards Board/others are jointly working on a focused Professional Certificate Communications Plan.

- **Strategy 2** Align the continuing education requirement with the performance-based certification requirements.

Accomplishments: We are currently in the second year of a pilot program using Professional Growth Plans to meet the Continuing Education Requirement.

- **Strategy 3** Continue (to clarify and strengthen) the policy advisory relationship between the Professional Educator Standards Board and the State Board of Education.

Accomplishments: Time is scheduled on the respective Board agendas for update reports.

- **Strategy 4** Work with OSPI and PESB on ESEA implementation related to high quality teacher requirements.

Accomplishments: Currently working with SBE/PESB to develop and post Frequently Asked Questions (FAQ's) regarding Washington State's definition of High Quality Teachers and Highly Objective Uniform State System of Evaluation

Goal 1 Professional education and certification requirements are aligned with education reform and support a positive impact on student learning. (Continued)

- **Strategy 5** Develop for the web page an “item bank” of questions and answers about endorsements and assignments.

Accomplishments: Teacher endorsements and assignments questions and answers item bank posted on the SBE website www.sbe.wa.gov .

Goal 2 Secure realistic, stable, and equitable funding to meet statewide K-12 building needs.

- **Strategy 1** Continue with six-year plan to bring the Area Cost Allowance (ACA) to actual cost level.

Accomplishments: Area cost allowance base increase from \$110.32 to \$125.32 per square foot.

- **Strategy 2** Continue with six-year plan to increase the Square Feet Per Student Allocation (SFSA) to meet program needs.

Accomplishments: Established foundation of Legislative understanding regarding the importance of this issue.

- **Strategy 3** Identify and share best practices in school design and construction related to program needs.
- **Strategy 4** Continue to seek expanded revenue sources for K-12 school construction to increase program stability.
- **Strategy 5** Establish ongoing rules review process.

Goal 3 The State Board of Education will develop policies and guidelines for state minimum high school graduation requirements.

- **Strategy 1** Continue to communicate the new state minimum high school graduation requirements.

Accomplishments: State Board Executive Director, Associate Director, and Research and Assistance Manager have made many presentations at meetings, conferences, and school districts.

- **Strategy 2** Develop a seamless and equitable system of guidelines for:

1. Culminating Projects

Accomplishments: Culminating Project Guidelines posted on the SBE website; Associate Director continues Culminating Project presentations in collaboration with the OSPI Learning Serve Manager

2. K-20 Education Steps (High School and Beyond Plan)

Accomplishments: Associate Director beginning work on drafting a survey to schools requesting information regarding the High School and Beyond Plan. This survey will generate information to develop a workgroup to compose High School and Beyond Plan guidelines.

3. School Improvement Plans and School Accreditation

Accomplishments: 2003 – 2004 school year was the first year school districts were required to assure each school in their district had a school improvement plan/process. This assurance was noted on the Minimum Basic Education Requirement Compliance Report (Form SPI 1497) submitted by districts to the SBE.

Currently the SBE Learning and Improvement committee is working with Educational Service Districts to administer the SBE option for school accreditation.

Goal 3 The State Board of Education will develop policies and guidelines for state minimum high school graduation requirements. (Continued)

School Improvement Plans and School Accreditation (continued)

Accomplishments: The SBE Learning and Improvement committee is working on School Improvement Planning Process Guidelines

Research and Assistance program manager and Board members continue to work with school districts and present information regarding School Improvement Plans and School Accreditation at conferences and stakeholder organizations.

4. Competency-Based Credits

Accomplishments: Data collection via annual BEA compliance reporting process.

5. Time and Learning

Accomplishments: Time and Learning is currently being addressed in the proposed School Improvement Plan Guidelines.

6. Non-WASL Assessed Content Areas

7. Competency Required Beyond the Third Benchmark in the Eight Subject Areas

Accomplishments: Data collection via annual BEA compliance reporting process.

Goal 3**The State Board of Education will develop policies and guidelines for state minimum high school graduation requirements. (Continued)**

- **Strategy 3** The State Board of Education determines the sufficient validity and reliability of the secondary Washington Assessments of Student Learning and Washington Alternate Assessment System as measures of student achievement of the Essential Academic Learning Requirements.

Accomplishments: Certificate of Mastery Study committee presented Report to the State Board of Education.

The State Board dedicating the first day of its regularly scheduled meetings through June 2004 to discuss assessment system information.

The State Board of Education will make a decision on the sufficient validity and reliability of the High School Assessment System at its June 2004 regularly scheduled meeting.

STATE BOARD OF EDUCATION BUDGET

Operating Budget

The Washington State Legislature has appropriated the following amounts to the State Board of Education over the past five biennia:

• 1995 – 1997	\$750,000.00
• 1997 – 1999	\$750,000.00
• 1999 – 2001	\$849,000.00*
• 2001 – 2003	\$882,000.00**
• 2003 – 2005	\$856,000.00

*Additional \$42,000 to cover costs relating to the new school district boundary law.

**One-time increase of \$100,000 to support the Board's Certificate of Mastery Committee study.

The biennial appropriation for the Board has increased only 15% over the past five biennia. This reflects a 1.8% annual increase over four biennia. However, during this same period, the cost of travel and goods and services has increased accompanied by an increase in demand for services from school districts and schools.

The Board did not seek an increase in its base-operating budget during the 1995-97 through 1999-2001 biennia. The only permanent adjustments during the last five biennia have been for staff COLAs funded by the Legislature.

The Board submitted a decision package for the 2003 – 2005 biennium reflecting a need to bring expectations and workloads back to a humane balance. Such balance was sought by seeking a modest increase in staff size (1.0 FTE) – to better distribute the staff workload – and by recognizing that serving on the State Board of Education is an out-of-pocket cost for Board members. The total request was for \$1.7 million. The Board received a biennium total of \$856,000 solely for the operation and expenses of the Board, including basic education assistance activities.

Capital Budget

The State Board of Education created a six-year strategy to bring state funding for school facilities into alignment with education requirements. The school facility must support teaching and learning. Modern school buildings have the potential to be three-dimensional “textbooks”. A facility can facilitate effective education.

The State Board requested the Legislature in the 2003 – 2005 biennium to:

- **Increase Square Foot Allocation Per Student**
Increase the square footage allocation per student incrementally over the next six years, with changes in the third through sixth years based on results of an educational space requirements study*. In the 2003-05 biennium, the first step is to increase as follows: from 80 square feet to 90 square feet (K-6), from 110 square feet to 117 square feet (7-8), and from 120 square feet to 130 square feet (9-12). Increase special education allocation from 140 square feet to 144 square feet per student. 2003-05 cost: If combine both square foot and ACA, total increase is \$67.3 million.
- **Increase Area Cost Allowance**
The Area Cost Allowance (ACA) should be increased over the next six years to the average cost per square foot for new construction of schools in Washington. In FY 2004, increase the ACA from \$114.88 to \$125.51. In FY 2005, increase to \$136.14. Stand alone 2003-05 cost: an additional \$43 million.
- **Total:** Base Capital Budget Request plus ACA and Square Foot Allocation Increases = \$432 million

***Study of Educational Space Requirements**

\$100,000 – The State Board requests funding to study educational space needs, how space is used, the impact of technology, and the Federal Americans with Disabilities Act.

The 2003 – 2005 Capital Budget appropriated \$399.7 million to the State Board of Education for its school construction assistance program. This appropriation fully funds the base request of \$364.9 million and accomplished the following:

- Increased the area cost allowance (ACA). (Currently \$110.32)
Provided \$32.8 million in addition to the base to increase the ACA by \$15 per square foot in Fiscal Year 2004 (\$125.32) and an additional 44.49 per square foot in Fiscal Year 2005 (\$129.81).
- Provided \$2.0 million for minor capital repair and renovation to the State Skills Centers.
- Provided \$2.0 million from the State Building Construction Account (G.O. Bonds) to the State Board to fund the Port Angeles School District North Olympic Skills Center for capital construction to complete the project.
- Provided supplement to revenue expected from trust lands as follows:
 1. \$67 million from the Education Construction Account
 2. \$26 million from the Education Savings Account
 3. \$118 million from General Obligation Bonds
 4. \$44 million from Trust Land Transfer

STATE BOARD OF EDUCATION MEMBERS

Membership

The State Board of Education is comprised of eleven statutory members who serve four-year terms of office. Members can run for re-election and may not be employed in the field of education. Membership includes one person from each of the state's nine congressional districts, one person representing approved private schools, and the State Superintendent of Public Instruction who is an ex officio member. Members representing congressional districts are elected by local school board members in their respective areas. The private schools representation is elected by the members of the governing boards of the SBE-approved K-12 private schools.

By Board action, the Governor and/or a designee appointed by the Governor serves on the Board. Also, the Board includes two high school students who are elected by the Washington Association of Student Councils.

The members representing congressional districts have full voting privileges. The private schools representative votes on matters pertaining to private schools. The State Superintendent (CEO) votes only to break ties. The Governor's representative and students do not have voting privileges.

STATE BOARD OF EDUCATION MEMBERS



Roberta "Bobbie" May
First Congressional District



Buck Evans
Second Congressional District



Linda W. Lamb
Third Congressional District



Phyllis Bunker Frank
Fourth Congressional District



Nancy Fike
Fifth Congressional District

Steven W. Floyd
Sixth Congressional District



Dana C. Twight
Seventh Congressional District



Carolyn Tolas
Eighth Congressional District



Warren T. Smith, Sr.
Ninth Congressional District



Tom Parker
Private Schools Representative

EXECUTIVE DIRECTOR CLOSING REMARKS

**Larry Davis
Executive Director
State Board of Education**

I am now in my tenth year of service as the Boards executive director. It remains the highest personal and professional privilege to work for a lay board whose singular focus is on educational policies that will best support a quality K-12 educational experience for every Washington State student.

During the last ten years – involving practitioners and providing consistent opportunities for public input – the State Board has made significant education policy decisions/changes:

- Major overhaul of educator preparation and certification requirements
- Revision of state minimum high school graduation requirements
- Adopted target effective of 2008 for the Certificate of Mastery graduation requirement
- Allowing award of high school credit on the basis of competency
- Major paperwork and time reduction associated with annual school district verification of meeting state basic education requirements
- Legislatively directed State Board studies led to subsequent statutory changes regarding changing school district boundaries and testing for teacher certification
- Developing a six-year plan to increase funding for school facilities to meet actual costs of construction

State Board members are elected by citizens (local school directors) who are accountable to citizens (voters). I firmly believe that in the state education governance structure, the State Board of Education provides a value-added dimension unlike any other state education agency: a nonpartisan, citizen policy body that contributes to a necessary check and balance between: elected and appointed bodies, political and public control of public education, and professional expertise and citizen experience/perspective.